



UNIVERSITY OF CHICAGO



American College
of
Physical Education

CHICAGO, ILLINOIS



American College of Physical Education



THE COLLEGE is on the ACCREDITED LIST of Institutions authorized by the Board of Education of the City of Chicago to offer work to teachers for promotional credit. ¶ The College is also on the ACCREDITED LIST of schools whose graduates are admitted to the examinations for certificates as teachers of Physical Education in the Chicago Public Schools. ¶ As the Chicago requirements are among the highest in the country, the work of the American College will undoubtedly satisfy the educational standards set in other cities.

GRAND BOULEVARD *and*
FORTY-SECOND STREET
CHICAGO, ILLINOIS
1915-1916

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American College of Physical Education

The American College of Physical Education

College Calendar

The college year is divided into two semesters of eighteen weeks each.

First Semester

1915

Entrance examinations.....Monday, September 13th
Registration Day.....Tuesday, September 14th
Instruction begins.....Wednesday, September 15th, 8:00 A. M.
Thanksgiving.....Recess November 25th to November 29th
Instruction ends.....Friday, December 17th
CHRISTMAS RECESS. December 20th to January 4th, 1916.
1916

Instruction resumed.....Tuesday, January 4th, 8:00 A. M.
Mid-year examinations.....January 21st-January 26th
Mid-year Gymnastic Demonstration.....Friday, January 28th,
8:00 P. M.

Second Semester

Second semester begins.....Tuesday, February 1st, 8:00 A. M.
Washington's Birthday....February 22nd (Tuesday) February
23rd.

Instruction ends.....Saturday, March 25th
SPRING RECESS. March 27th to April 3rd.

Instruction resumed.....Monday, April 3rd, 8:00 A. M.
Semester examinations.....June 2nd-June 6th
Commencement.....Thursday, June 8th
Annual Gymnastic Demonstration.....Friday, June 9th

Summer School Begins June 28th and Ends August 4th

History

About ten years ago a Physical Culture School was organized in New York City for the purpose of training men and women to become teachers of physical education and general practitioners in the promotion of health through physical culture methods. This School seemed to show elements of success from the beginning and continued to grow continuously until about five years ago when it was incorporated in the State of Illinois as the Physical Culture Training School.

About three years ago the Directors of the School became convinced that certain departments of its work which were constantly diverging in character demanded more and more special organization and special attention and consequently decided to make two distinct organizations of the former organization. During 1913 the department of the work which had to do with the instruction and practice of the treatment of disease was organized under the name of the McFadden College of Physcul-topathy and the normal part of the work which had to do with the teaching of physical education was organized under the name of the American College of Physical Education.

The American College of Physical Education has been taken over by a new set of officers and has been reorganized and is being standardized in every way. The course of study has been changed from one year of twelve months to two years of nine months each and all of the subjects which modern educators of the highest merit claim should be included in an ideal course in Physical Education have been included in the new curriculum. The best specialists attainable in the various lines of work have been secured for the Faculty and the School has already taken its position with the foremost in the field of Physical Education. In some respects the American College of Physical Education stands unique.

Aside from the general instruction in Physical Education it is giving an unusual amount of time to the subjects of hygiene and general laws of building and maintaining health and it has also established a thorough department for the new and tremendously increasing popular subject, Eugenics.

It has been the purpose of the new owners and organizers of the American College of Physical Education to put its work on the broadest possible basis and to build up an Institution which would wisely take care of the demands of future civilization.



Magnificent Boulevard on which College is Located

Advantages

For its work the College is splendidly equipped, as the following advantages indicate.

Location

The College is located in Chicago, the great Metropolis of the West, which with its colleges, universities, musical conservatories, libraries, museums, Art Institute, vast industries, and social organizations, affords unsurpassed educational advantages. The fact that it is within easy reach of scores of social centers and magnificent parks with their playgrounds and athletic fields affords its students excellent opportunities for observation and practical experience.

Equipment

The building is an ideal one for school purposes. Two spacious halls, one of which is an auditorium 125x70, will seat over 1,500 people, gives ample room for drills of various kinds. The Gymnasium is 90x60 feet in size, giving a clear floor space of 5,400 square feet. It is well lighted and ventilated.

The equipment includes the most approved patterns of German, American, and Swedish apparatus. There are dressing rooms furnished with shower baths, and well equipped steel lockers, a swimming tank, class rooms, library, examining room, and offices, in fact the building is one of the best equipped in the land for the purpose of Physical Education.

Send for special booklet of views showing college equipment and work.

Faculty

The Faculty ranks with the best in the country. It is composed of twenty four instructors, everyone of them specially trained for the work of their department. They are men and women of broad experience and culture. The classes are arranged so that it is possible for the students to receive a great deal of individual attention from each teacher.

Faculty

of the

American College of Physical Education

✓ FREDERICK S. GOODRICH, A. M., D. D., *Honorary President, lecturer on General Education.*

Graduate of Wesley University, Middletown, Conn. Took post-graduate work at Berlin, Athens, and at Yale University. Professor of Albion College, Albion, Michigan.

✓ MOREY A. WOOD, B. S. (M. E.), President. *Lecturer on Business Organization and Administration.*

University of Michigan, B. S.; post-graduate work at Harvard, Columbia, and University of Michigan. Former head of Department of Commerce and Economics and Assistant Principal Township High School, Oak Park, Illinois, 1909.

✓ DR. J. F. HORTON, Dean. *Public Speaking.*

University of Wooster, Wooster, Ohio, Ada Normal College, Ada, Ohio. Superintendent of Public Schools for several years. Platform lecturer.

✓ L. NORMAN ZARFOS, Pd. B., Director. *Theory and Practice of Gymnastics and Athletics.*

Graduate: High School, Red Lion, Pa., 1899; State Normal, West Chester, Pa., 1902; Bernarr Macfadden Institute, 1906; Harvard University Summer School, 1912. Taught four years public schools, Red Lion, Pa.; Boys Secretary Y. M. C. A., Butler, Pa., 1904; Physical Director St. John's Military summer camp, Delafield, Wis., 1909 and 1911; Physical Director State Normal School, Geneseo, New York, 1907-1908; Instructor in Physical Training at the University of Wisconsin, 1908 to January, 1910. Physical Director Carleton College, Northfield, Minn., January, 1910 to June, 1913.

✓ MRS. MARY E. TEATS, *Dean of Women and Head of Department of Eugenics.*

President of Correspondence School of Gospel and Scientific Eugenics. Mrs. Teats is the author of a number of books and

magazine articles of the subjects of Eugenics and Temperance. She is a lecturer of wide reputation and has lectured on Eugenics in almost every state of the Union.

CLARENCE E. RAINWATER, A. M., *Head of Department of Playground Workers, Playground Technique and Social Science.*

A. B. Drake University, 1907; A. M. from same Institution, 1908. Director of the Hamilton Park Playground, South Parks, Chicago; Director of Playground Department, University of Chicago.

H. B. GALATIAN, D. P., D. C., *Dietetics.*

Graduate High School, Walden, New York; Bernarr Macfadden Institute, 1906; Consulting Physician Bernarr Macfadden Healthatorium.

COLIN R. MCKENZIE, M. D., *First Aid and Physical Diagnosis.*

Graduate Bennett Medical College; Physical Culture Training School, from which he received a four-year scholarship.

BLANCHE EAMES, B. PH., *Eugenics.*

Graduate Hamline University, St. Paul, Minn. Taught in Public Schools, Eau Claire, Wisconsin. In 1898 she began the study of Eugenics and has made that her specialty since that time. Author: Principles of Eugenics. Assistant Principal Correspondence School of Gospel and Scientific Eugenics.

GLADYS PRICE, *Folk and Gymnastic Dancing.*

Graduate of Hyde Park High School, Chicago; Mary Wood Hinman Normal School. Taught Dancing, University High; Elementary Schools, Chicago; Public Schools, Oak Park, Illinois; Hammond, Indiana. Instructor in Dancing, Leonard Wilson's School of Music and Expression, Chicago.

FRANK GERLICH, *Fencing and School Gymnastics.*

Graduate of the Normal College of the North American Gymnastic Union, Indianapolis, Indiana. He is recognized as one of the leading experts of the West in the Art of Fencing. Director Physical Education, Waller High School, Chicago.

CHARLES O. CARLSTROM, G. D., *Swedish Pedagogic, and Medical Gymnastics, Orthopedics and Physiology of Exercise.*

Graduate of the Royal Gymnastic Central Institute, Stockholm, Sweden. Instructor in Rush Medical College. Member of the Faculties of the Chautauqua Summer Schools, Chautauqua, New York, Department of Physical Education (Kinesiology, Swedish Pedagogic, Medical Gymnastics and Orthopedics).

JOSEPH CERMAK, *Indian Clubs, Calisthenics, Fancy Steps and Gymnastic Dancing.*

Received his general education in his native country, Bohemia, where he graduated from the High School; received his professional training at Bohemia Gymnastic Union, New York City, where he

studied five years; also at Woods' Gymnastic Institute, of the same city, and under private teachers. He was one of the founders of the Bohemian Gymnastic Union of the United States. In 1912 he was appointed by the Gymnastic Union of America to conduct a class to the great Gymnastic Festival held at Prague, Bohemia. While there he received a bronze statue in recognition of his work in the field of Physical Education. Editor of the Technical Department of The Sokol. Director of Physical Education, Medill High School, Chicago.

✓ GEORGE E. KIRBY, M. D., *Anatomy and Physiology*.

Instructor in Anatomy and Physiology Jenner Medical College, Chicago.

✓ LILLIAN H. BRUCE, B. A. (Wellesley), *Aesthetic Dancing*.

Diplomas: Sargent Summer School Physical Education; Gilbert Normal School of Dancing; Nissen School of Medical Gymnastics; Chalif Normal School of Dancing. Taught Iowa State Teachers' College; Harvard Summer School of Physical Education; University of Pennsylvania Summer School. Author: Manual of Folk Dances, published by Board of Education for Public Schools of Chicago. Director of Physical Education, Chicago Normal College.

✓ SIGURD SAMPSON, D. P., D. C., *Massage Hydrotherapy, and Anthropometry*.

Graduate High School, Norway; Physical Culture Training School, 1912; National School of Chiropractic, 1914.

✓ JESSIE N. FLETCHER, B. O., *Voice Building and Expression*.

Graduate and post-graduate Chicago Musical College and School of Expression. She has also taken special courses at the best schools of expression in New York and Boston. Mrs. Fletcher has had a long and very successful experience as instructor at Chautauqua Courses and in her own studios in New England and the West.

✓ FANNIE E. STUART, D. P., *Massage for Girls*.

Friendsville Academy, Friendsville, Tenn.; Wilmington College; Physical Culture Training School, 1912. Taught in Public Schools, State of Georgia.

✓ EARL ROUNDS, D. P., *Boxing and Wrestling*.

MYRTLE J. BIHL, *Swimming for Girls*.

Curtis High School Chicago; graduate American College of Physical Education.

SHELBY A. HARRINGTON, *Swimming for Men and Athletics*.

Central High School, Detroit, Mich., 1909; American College of Physical Education.

Special Lecturers

WINFIELD SCOTT HALL, Ph. D., M. D., *Sex Hygiene*.

Dr. Hall is Professor of Physiology at the Medical School of the Northwestern University. He has made a special study of sex hygiene and Eugenics and has recently published a very valuable text on this subject. Dr. Hall has lectured on Eugenics in many States of the Union and has a national reputation as an authority on this subject.

W. T. L. CULP, A. M., Ph. D., *Psychology*.

Dr. Culp is one of the staff lecturers of the National Society for Broader Education (of New York) and is in continual demand for institutes, schools and colleges. In his public lecture work he has covered the entire United States and one lecture has been given over 1,200 times to more than a million and a half of people.

ROBERT T. AISTON, D. D. S., *The Care of the Teeth*.

Dr. Aiston is a graduate of the Dental College of the Northwestern University. He has served as demonstrator at this College and has been Assistant Superintendent of the Infirmary. He has given many public lectures on "The Cause and Cure of Diseases, Eugenics, Care of the Teeth, etc., and is a speaker of unusual ability.

L. L. McDONALD, *Ten-Lesson Course on Boy Scouts' Organization*.

Mr. McDonald is Scout Executive of Chicago Council of Boy Scouts of America. This will be the third year Mr. McDonald has given this special course of Lectures and Demonstrations. The College is very fortunate in securing Mr. McDonald's services to give this valuable series of lectures, which is a decided addition to the equipment of the teacher of Physical Training.

The Work of the College

It is the purpose and work of the American College of Physical Education to give a thorough training to the men and women who desire to enter the attractive and remunerative profession of director or teacher of Physical Training, Athletics or playground work. To this end it offers the following courses, covering every phase of Physical Education:

NORMAL COURSE FOR PHYSICAL DIRECTORS.

NORMAL COURSE FOR PLAYGROUND SUPERVISORS OR TEACHERS.

CULTURAL-RECREATIVE COURSE.

EXTENSION COURSES FOR CHICAGO TEACHERS.

DEGREE OF BACHELOR OF PHYSICAL EDUCATION.

The Degree of Bachelor of Physical Education will be conferred on graduates of the regular two-year course who take in addition third year in resident and fourth year's work in absence.

Normal Course for Physical Directors

JUNIOR YEAR

First Semester

	Hours
General Gymnastics	6
Teams, Games (Theory).....	1
Games (Singing Games and Plays).....	1
Dancing	2
Swedish	3
Swimming	1
Boxing (Men) Games (Girls).....	1
Fencing	1
History and Principles of Education.....	3
Child Study.....	1
Social Psychology	1
Anatomy	5
Dietetics	1
Personal Hygiene	1
Expression	2
	30

Second Semester

General Gymnastics	6
Track and Field (Theory).....	1
Games	1
Dancing	2
Swedish	3
Swimming	1
Wrestling (Men) Dancing (Girls).....	1
Fencing	1
History and Literature of Physical Education.....	3
Playground	2
Anthropometry	1
First Aid	1
Physical Diagnosis	1
Anatomy (Dissecting, extra fee).....	2
Physiology	2
Expression	2
	30

SENIOR YEAR

First Semester

Hours

General Gymnastics	5
Athletics (Team Games).....	2
Dancing	2
Fencing	1
Manual Play (Raffia, Reed Work, Modeling, etc.).....	1
Practice Teaching and Visiting.....	2
School Gymnastics	2
Systems of Physical Education.....	2
Kinesiology	2
Applied Anatomy	2
Massage (Theory and Practice).....	2
Physiology	4
Sociology	2
Expression (Public Speaking)	1
	30

Second Semester

General Gymnastics	5
Track and Field Athletics.....	2
Dancing	2
Practice Teaching and Visiting.....	3
School Gymnastics	2
Playground	2
Medical Gymnastics and Orthopedics.....	3
Physiology of Exercise.....	2
Diseases of Eye, Ear, Nose and Throat, and Care of Teeth.....	2
School and Civic Hygiene.....	2
Sex Hygiene and Eugenics.....	2
Hydrotherapy	1
Music	1
Expression (Public Speaking)	1

Description of Course

ANATOMY—126 Hours.

The course of instruction in Anatomy is so arranged as to best suit the needs of the physical director. To successfully and scientifically direct physical exercise a thorough knowledge of the structure and function of the various parts of the human body is indispensable. The work is taken up in a most systematic and orderly fashion, thus enabling the student to permanently retain the knowledge gained. The structure and function of each part are considered together, thus impressing firmly upon the mind of the student anatomical facts which, when considered alone, would be uninteresting and without meaning.

(a) OSTEOLOGY—30 Hours

Thirty hours lecture with the aid of the human skeleton (articulated and disarticulated) are devoted to the osseous framework of the body, the composition and structure being carefully described and demonstrated. Special attention is given to the vertebral column and of the extremities, articular surfaces, muscular attachments, and ligamentous attachments being carefully observed.

(b) ARTHROLOGY—10 Hours

The larger and more important joints are carefully studied, both as to structure and kinds of movements and muscles concerned in bringing about such movements. Mechanism of sprains and dislocation is also considered.

(c) MYOLOGY—25 Hours

Twenty-five hours lecture, with the aid of life-sized charts, are devoted to the study of the musculature of the body. Attachments, action, blood and nerve supply of the physiologic groups of muscles are considered first, then each muscle of the group is studied separately.

(d) ANGEOLGY—15 Hours

Life-sized charts and hearts of animals are used in the description of the circulatory system. Special attention is given to the function of the heart and blood vessels. The course and relations of the larger arteries and veins are carefully observed.

(e) NEUROLOGY—10 Hours

Actual human specimens of the brain and spinal cord are used in demonstrating this subject. The great plexuses and the sympathetic nervous system are studied with the aid of life-sized charts.

(f) REGIONAL AND VISCERAL ANATOMY—36 Hours

Regional and Visceral Anatomy. Thirty-six hours of demonstration upon the carefully dissected human cadaver. All of the work, previously taken, is now carefully reviewed and demonstrated. The consideration of the lungs and abdominal viscera has been deferred until this time, when each is carefully observed as to its structure, position and its relationship to surrounding organs. A small extra fee will be charged to meet extra expenses of dissection.

The anatomical laboratory is so arranged as to afford each student an unobstructed view of the parts being demonstrated.

APPLIED ANATOMY—36 Hours.

Applied Anatomy. During the hours devoted to Applied Anatomy a short review of muscular and joint anatomy will first be made. A study of the mechanical principles involved at the motion of our joints will then follow. Finally, a thorough discussion of the action of every important muscle or muscle group will be undertaken so as to enable the pupils to decide accurately not only what muscles a certain exercise calls into play, but also what effect contraction of these muscles in just that way has upon

- a. The frame-work (= bones).
- b. The internal organs.

ANTHROPOMETRY—18 Hours.

Anthropometry. The instruction in Anthropometry will be especially designed to teach the pupils how the most reliable measurements of the human body may be obtained, and to enable them to take these measurements and record other tests with some degree of accuracy.

Where divergencies of opinion exist among authorities on the subject, as for instance, in the taking of chest measurements, the pupils will be instructed in the different ways of measuring.

The pupils will also be made acquainted with the most common methods of preparing statistical charts of anthropometric figures.

The various strength and condition tests will be discussed.

ATHLETICS—108 Hours.

Athletics. The aim is to give the student a good working knowledge of the different athletic sports, so that with a fair knowledge of high school athletics as a foundation he will be able, after graduation, to successfully coach athletics, organize and manage the different athletic activities. Enough practical work will be given to enable the student to demonstrate the form in the different track and field events; and to know the fundamental practical points of football, basketball, hockey, tennis and other games. The rules of the different games will be studied, methods of training and conditioning athletes, arranging and officiating at meets and games. Besides these courses in Athletics the student will have opportunity to gain much addi-

tional experience in practice on the different athletic teams which represent the American College.

(a) Team Games. Such games as Basketball, Football, Soccer Football, Baseball, Hockey, Tennis and other games. Theory and Practice.

(b) Track and Field Athletics. The sprints, hurdles, distance runs, jumps, weight events, pole vault, relay racing, cross country. Theory and Practice.

BOXING—18 Hours.

Boxing. Class and individual instruction in the different blows, blocks, counters, steps, etc., in the attack and defense; practice teaching; short bouts under direction of the instructor and criticisms by other members of the class, help make the students proficient in the art of self-defense and qualified to teach amateur boxing.

CHILD STUDY—18 Hours.

Child Study. Lectures and Readings, in connection with observations upon children at play, on the physical, psychical and social aspects of child development. Kirkpatrick's *Fundamentals of Child Study* and Johnson's *Plays and Games*.

DANCING—144 Hours.

Dancing. The work in dancing in the American College of Physical Education is arranged so as to give the student a general knowledge of the various forms of folk, gymnastic and aesthetic dancing, such as can be profitably used in School and Playground centers and also to afford an understanding of Dancing Technique. The standard forms of social dances such as are in best usage are also taught. Aside from the information acquired about the dances, the purpose is to give some practical interpretations of certain habits and customs of groups of peoples, as well as to develop grace, beauty, vivacity, strength and control of the body of the pupil and a happy and poetic mind in the pupil.

DIETETICS—18 Hours.

Dietetics. The fundamentals of diet and chemistry of foods are carefully considered. The needs of the body for food under varying circumstances, meal plans, eating habits, hygiene of food and eating, effects of foods upon the body, digestibility and digestion of foods, etc., will be treated fully. The chemistry of food will take up the composition of the body; classification of foods according to elementary substances, chemical composition of foods, calorific value of foods, determining amounts of food required by persons of different occupations, etc. Detecting adulterations in food.

DISEASE OF EYE, EAR, NOSE AND THROAT AND CARE OF THE TEETH—36 Hours.

Disease of Eye, Ear, Nose and Throat and Care of Teeth. A

course of lectures with demonstrations on models and charts and examinations by students of eye, ear, nose and throat. Prepares students to conduct the medical inspection of school children.

EXPRESSION—108 Hours.

Expression. Many applications are made to our Employment Bureau for teachers of Physical Training who can combine Physical and Vocal Instruction. Graduates, therefore, who have this additional equipment of Voice Training have a decided advantage in securing a good position.

In response to this growing demand, the college offers a systematic course of Voice Building and Public Speaking extending through the junior and senior years.

Junior Year. A thorough course is given in Voice Building and Harmonic Gymnastics.

The first semester is devoted to placing the Voice, correct-breathing, poise and a careful observation and cultivation of the original in each student.

The second semester includes Vocal Expression, Pantomimic Action and a study of masterpieces, scene work from Shakespeare or Browning's monologues, as the students may elect.

Senior Year. The work of the Senior Year is to build upon the thorough foundation laid in the Junior Year, and to make a still wider application of the principles of expression. During the first semester the preparation of addresses is taught; the increase of vocabulary through word study and the development of memory. The second semester is devoted to extemporaneous speaking, and the principles of argumentation and debate. A thorough course is also given in Parliamentary Law.

Students who desire to specialize in Expression will be given an opportunity to do elective work in either Voice Culture or Public Speaking or both. If private lessons are given a reasonable additional charge will be made.

FENCING—54 Hours.

Fencing. Class instruction in the theory and practice of foil fencing.

2. Continuation of Fencing 1, and assault fencing.

3. Continuation of Fencing 2, practice in teaching and various parries, attacks, salutes, etc., in class formation and for plastron fencing, arranging and conducting bouts.

FIRST AID—18 Hours.

First Aid. In these days of varied occupations amid surroundings fraught with danger to life and limb, it has become more than ever necessary that everyone should know what to do in the emergencies which constantly arise. The assistance which is given at the moment of an accident may determine life or death for the injured. It is necessary to know whether or not the con-

dition of the subject is due to the heart, brain, or lung; causes and action of poisons should be understood, and antidotes known; what may be called emergical surgery is important in cases of broken or dislocated bones; how to restore the apparently drowned. Every Physical Director must have a thorough knowledge of First Aid to the Injured, for accidents are liable at all times on the floor of the Gymnasium or on the athletic field, and these accidents usually occur at a time least expected and require immediate attention. The Physical Director is the one who is always looked to for advice. All of our students get a training along these lines which will enable them to successfully cope with any emergency.

GAMES—36 Hours.

Games. Graded for the eight grammar grades and for high school. Instruction and practice are given in such games as singing games and plays, tag games, relay races, simple ball games, long ball, indoor baseball, playground ball, volley ball, captain ball, tennis, etc. The aim of this work is to give plenty of material to the student to teach him the proper rules and regulations in the conduct of games and also to assist the prospective teacher in properly selecting games to fit the needs and requirements of any special group of students.

GENERAL GYMNASTICS—396 Hours.

General Gymnastics is the name we use for German Educational Gymnastics and includes all forms of tactics and figure marching, **free exercise** (including calisthenics without any hand apparatus and with the usual forms of light apparatus, such as dumb bells, Indian clubs, long and short wands, hoops, reed, hand rings, etc., and floor or mat exercises sometimes called body-building exercises); **fancy steps**, including the easy dancing steps arranged for classes in single file, columns of twos, or in open order, with arm and trunk movements forming aesthetic and so-called Delsarte movements; so-called heavy gymnastics or more properly **heavy apparatus work**, including exercises on the side horse, long horse, buck, parallel bars, vaulting bar, horizontal bar, flying rings, gymnasium ladder (vertical, horizontal, and slanting), tumbling and mat exercises, balance boards, giant stride, traveling rings, climbing ropes and poles, etc.

HISTORY AND LITERATURE OF PHYSICAL EDUCATION—54 Hours.

History and Literature of Physical Education. History of Physical Education in its various aspects in ancient, mediaeval, and modern countries. Special study is given to the Physical Education in Greece, Rome, the mediaeval or Knightly period, Germany, Sweden and America. Basedow, Gutsmuth, Jahn and the Turners, Ling and Swedish Gymnastics, Athletics in England and America. The Y. M. C. A. and the Y. W. C. A.'s settlement house and social

center work, playground movement. History of Physical Education in colleges, public and secondary schools in America.

Dio Lewis and others who lay special stress on the hygiene of physical education, Systems of individual development as Dr. Sargent's pulley weights, and others. The aim is not only to acquire a few facts about men and movements, but to trace the relation of the history of Physical Education to that of the history of civilization. Dr. Leonard's History of Physical Training and the Government Reports of Dr. E. M. Hartwell are studied.

HISTORY AND PRINCIPLES OF EDUCATION—54 Hours.

History and Principles of Education. The aims of education and methods used by different countries during the different periods of the world's history are studied. The social, political, and religious conditions which influenced the educational aims and methods of the past, and the problems which must be faced by the Physical Director as a modern educator, who desires to have his branch of instruction articulate properly with other educational departments.

The physical nature of the child is considered in child study and pedagogics along with questions of administration and school management.

Monroe's History of Education, Horne's Philosophy of Education, James' Talks to Teachers, and Rowe's Physical Nature of the Child are used as reference books. Seeley's Hist. of Ed. is the Text followed.

HYDROTHERAPY—18 Hours.

Hydrotherapy. In this course effort is made to give the general effects of the systematic application of water of various temperatures and in varying forms upon the body, both inwardly and outwardly. Chemical and mechanical facts are given.

KINESIOLOGY—36 Hours.

Kinesiology. The lectures in Kinesiology will begin with a discussion of the deforming influences of civilized life—above all the school—that make it imperative that something is being done to prevent the race from suffering the usual consequences of a more or less distorted frame; diminished health. The connection between health and "form," especially the "form" of the frame-work or bones in their relation to each other, will be established and the most desirable "form" of the frame pointed out. Then follows a discussion of the various methods that have been invented by pioneers in different countries, reaching out for this very thing; the establishment of all-around good health—principally by means of obtaining a certain skeletal shape. P. H. Ling's ideas are now taken up and his gymnastic principles and terminology studied in detail. This division of exercises, according to their effect on the body into nine "families," followed, and finally each "family," with its different types or subdivisions, are dwelt upon and all the various types described in their accepted

forms and common errors against which to guard, pointed out. Progression of each type shown.

MANUAL PLAY—18 Hours.

Manual Play. Modeling in sand and clay, drawing and design; raffia, reed and cardboard construction; making of toys; bench and sloyd; children's gardens.

MASSAGE—36 Hours.

Massage (Theory). This course takes up the history of massage and its physiological effects upon the human body. The aim is to give a clear knowledge of the principles involved, as well as its value, and the various methods of application to the human body.

(Practical). This subject is taught by requiring the students to actually take part in the class work by practicing on each other as subjects. The instructor first demonstrates and explains the theories and principles and then the students are required to give the different movements under the supervision of the instructor. Different kinds of movements adapted to different parts of the body are given and special attention is given to special massage for different diseases and ailments. The aim of this course is to give both theoretical and practical knowledge of the benefits derived from a thorough scientific massage.

MEDICAL GYMNASTICS—27 Hours.

Medical Gymnastics. Also called Therapeutic or Corrective Gymnastics, are based on Swedish Educational Gymnastics, and instruction in this branch will form a direct continuation of the latter. The standard types of exercises, both active and passive, will be shown, and their respective fields of usefulness pointed out. Special importance will be attached to exercises that aim at the correction or improvement of faulty carriage, spinal curvatures, infantile paralysis, flatfoot troubles, muscular contractions, etc.; in other words, those particular abnormal conditions that physical directors, in the pursuit of their profession, are especially liable to encounter.

MUSIC—18 Hours.

Music. A brief study of history of music; musical notation; special attention will be given to kinds of music used in the accompaniment of the different gymnastic exercises.

ORTHOPEDICS—27 Hours.

Orthopedics. During the hours devoted to this subject lectures will be held on the deformities and diseases amenable to treatment by mechanical means. The etiology, as far as determinable, of these troubles, their nature and general prognosis, will be discussed and the various forms of treatment illustrated. Special stress will be laid upon the more common school-deformities.

PERSONAL HYGIENE—18 Hours.

Personal Hygiene. It is necessary that the health of the individual is kept up to standard. It is the duty of the teacher to thoroughly instruct his pupils in the simple laws of healthful living. This course takes up subjects of muscular exercise, food and eating, fresh air and vocal organs, the skin, bathing and clothing, hygiene of the special senses, nervous system, daily living regimes as to work, study recreation, mental habits, etc. Personal Hygiene by Hough and Sedgwick and the Amherst Syllabus of Health Lectures are used as references.

PHYSICAL DIAGNOSIS—18 Hours.

Physical Diagnosis. A thorough course is given in this subject. Various methods of examining the internal organs are taught. History taking, percussion, auscultation, body land-marks and various other points of diagnostic value, including contagious disease, with special reference to their detection by physical examination.

PHYSIOLOGY—108 Hours.

Physiology. Realizing the great importance and complexity of this subject it is introduced by studying two of the simple unicellular organisms, one a plant and one an animal, thereby placing before the student in the simplest and most comprehensive manner the physical and physiological properties of protoplasm. Slightly higher and more complex forms are next studied, the biologic scale being gradually ascended until the complex human organism is reached. The student is now properly equipped to successfully pursue the study of human physiology.

The subject of digestion is approached by giving a careful classification of the alimentary principles and the source and uses of each. Beginning with the saliva, each of the digestive juices is considered separately, the composition with a detailed description of the action of each digestive ferment. Every change, both physical and chemical, which the food undergoes during the process of digestion is thoroughly described.

Next the process of absorption is studied, being preceded by a description of the minute structure of the stomach and intestines. The food is traced through all of the channels which it passes until it reaches the cell. The utilization of the food by the cell in the building up of its protoplasm and the liberation of energy are fully discussed.

The functions and composition of the blood and lymph are now studied. The common blood diseases are briefly described and hygienic measures which tend to prevent their development are pointed out.

The study of the circulation is taken up in the following order:

- (a) Object of circulation.
- (b) Means by which it is brought about.
- (c) A careful study of the structure of the heart, arteries, veins, and capillaries and the functions of each.

(d) A careful study of the heart's action with the aid of diagrams and the calf's heart.

(e) The effects of various grades of exercise, coffee, tea, tobacco, alcohol, and overeating, upon the heart and blood vessels are all fully discussed.

Under the subject of respiration the following subjects are studied:

(a) Respiration defined.

(b) Structure and function of each part of the respiratory tract.

(c) Mechanism of respiration.

(d) Origin, insertion, action, and nerve supply of the muscles of respiration.

(e) Types of breathing, the effects of each upon health.

(f) Mouth breathing, its cause and effects.

(g) Composition of inspired and expired air, the effects of expired air upon health.

(h) Ventilation.

The structure and function of the excretory organs are now studied.

(a) Kidneys.

(b) Intestines.

(c) Lungs.

(d) Skin.

Under muscle physiology is studied the structure of the different types of muscle. The effect of exercise and lack of exercise upon the nutrition and development of the body in general. Special attention is directed to the formation and removal of fatigue substances.

Several hours are devoted to the study of the cerebro-spinal and sympathetic nervous systems. The subject is concluded by a study of the special senses.

PHYSIOLOGY OF EXERCISE—36 Hours.

Physiology of Exercise. During these lectures will be discussed the various changes the human organism normally undergoes as a result of muscular contraction.

PLAYGROUND—72 Hours.

Playground Direction. Introduction—Principles and methods in selecting and arranging the program of playground and recreation center activities with special emphasis upon securing attention, sustaining interest, achieving individual expression on part of child and organizing of supervised play, including physical, social, civic, aesthetic, manual and musical interests. Study of the recreational requirements of childhood, adolescence, and even adult life, with methods of suggestion, selection and direction of physical, social, civic, aesthetic and manual activities, according to age, sex and culture of the group concerned.

Playground Administration. Equipment—Selection of sites, arrangement of facilities, preparation of playing surfaces, installa-

tion and care of apparatus; swimming pools, field houses, wider use of school plant. Visits to local institutions.

Play and Recreation. Analysis of historical theories of play; age and sex characteristics and seasonal variations; synthesis of an adequate conception of the nature and function of play and recreation from the biological and sociological points of view, with study of public provision. Origin, history, status and outlook of the current movement for the provision of public facilities for play and recreation in Germany, England, the United States and the Orient. Extensive readings in annual reports of playground, park and school boards wherever experiments are being made; visits to play and recreation centers in Chicago and vicinity.

PRACTICE TEACHING AND VISITING—90 Hours.

1. Visits and reports of observation at the grammar and high schools and playgrounds in the vicinity of the American College; preparation and criticism of lesson plans, teaching the class one part of the day's lesson as tactics, free exercises, apparatus work, and games or dancing, and later conducting the class during the entire period. Administration, management, and discipline are considered.

In addition to this teaching under supervision, the students get valuable teaching experience as teacher or assistants in different social centers, settlement house and playground gymnasium.

PSYCHOLOGY—18 Hours.

Psychology. The course in Psychology is instruction in the fundamental principles of the growth and development of the mind. It discusses not only the normal mental processes of the child and adult, but attention is also given to the application of psychological principles to the practical art of teaching.

SCHOOL AND CIVIC HYGIENE—36 Hours.

School and Civic Hygiene. School hygiene treats of the health of school children and teachers; proper methods of construction, lighting, heating, ventilating, and furnishing of school buildings; treatment of mentally deficient children, malnutrition; diseases caused by school life; medical inspection, etc. The object of the course is to teach that proper sanitary conditions must surround the child in school in order that he may have proper mental and physical development.

Civic Hygiene. A thorough course in modern methods of caring for the Health of municipalities.

SCHOOL GYMNASTICS—72 Hours.

School Gymnastics. The students are taught to interpret different manuals of graded lessons suitable for public school work in physical training, analyze these lessons and compose lessons of their own.

The subject is taught under conditions similar to what the teacher of physical training in public schools finds in actual prac-

tice. First, the instructor teaches the lesson to the class, arranged in rows at their seats, like in a school-room, then, after home preparation the students teach the lesson to the class under the same conditions. The lesson being a ten or fifteen minute period, several students get actual teaching practice under the criticism of the Faculty instructor. Several other students are appointed critics for each lesson and they get valuable work in observing the merits or demerits of their classmates' teaching.

Stecher's, Suder's, and the Manual of Physical Education for Elementary Schools, London, England, are the manuals followed and interpreted.

The nearby schools afford ample opportunity for observing School Gymnastics.

SEX HYGIENE AND EUGENICS—36 Hours.

Sex Hygiene and Eugenics. The course in Sex Hygiene and Eugenics will include the subjects of heredity, environment, reproduction as an attribute of life, adolescence, etc.

SOCIOLOGY—36 Hours.

Sociology. An analytical study of primitive society, noting the origin of art, invention, ceremonies, festivals, government, education and play, so as to be able to estimate properly, present forms of dancing, plays and games, dramatics, club life and other play and recreation activities of our times, Small's "General Sociology," "Social Origins," by Thomas, will be used as texts.

Also an examination of the field, ends, problems and methods of social technology, or amelioration, in the light of social origins, to acquaint the student with the present social environment in which the playground and gymnasium exists. Assigned readings in familiar works of Henderson, Wright, Warner, Zueblin, and others.

SWEDISH EDUCATIONAL GYMNASTICS—108 Hours.

Swedish Educational Gymnastics. Junior Year. The aim of the first semester's work in Swedish Gymnastics will be to acquaint the pupils thoroughly with the more simple types of exercises. For this purpose a fair number of representative exercises of the different "families" of Ling will be given. Emphasis will be laid not so much upon accurate timing of the exercises and class work as upon correct and faultless execution as far as the individual anatomy permits. Practice in giving commands will be started.

Second Semester. The work during the second semester will be a continuation of the first semester's work, consequently stronger and more difficult exercises will be chosen, greater simultaneousness, as well as perfection of execution, will be required. The practice in commanding will be continued and during the second semester

of the Senior year the pupils taking their turns at leading the whole class first during part of the lesson, later taking over the whole lesson.

SWIMMING—36 Hours.

Swimming. Next to walking, swimming is conceded to be one of the very best exercises. One of the objects of a department of Physical Education in any institution should be to get the youth interested in forms of exercise in which they will be able to participate with the same pleasure and profit after they reach maturity and old age, as when they are younger. Swimming is one of the accomplishments that completes this object.

Besides being a good pleasant exercise, the ability to swim may be the means of saving one's own life or rescuing some one else from death by drowning.

Swimming 1. Plain diving, floating, land drill, the dog paddle, swimming on the back, the breast stroke.

Swimming 2. Fancy diving, speed stroke, practice in conducting swimming meets, judging, etc. Method of rescuing and resuscitation.

SYSTEMS OF PHYSICAL EDUCATION—36 Hours.

Systems of Physical Education. A study of the aims of the different systems of Physical Training; the methods used and advocated by teachers of these systems; the classifications of exercises in four groups, namely, educational, corrective, hygienic, and recreational; the adaptation of the kinds and amounts of exercises to different schools, colleges, social centers, and playgrounds.

Construction and equipment of Gymnasium is also considered under this course.

WRESTLING—18 Hours.

Wrestling. The different holds, breaks, and counters are taught in class work, frequent short bouts under direction of the instructor, and criticism of the other members of the class; instruction in the rules for conducting wrestling meets and practice in officiating; practice in teaching both class and individual work.

Wrestling and boxing are the outgrowth of two common modes of offense and defense used by primitive man. They lend themselves admirably to class work; give added interest and zest to the work, besides appealing to the boy or young man as being of practical value.

BOY SCOUTS ORGANIZATION.

Boy Scouts Organization. L. L. McDonald, Scout Executive of the Chicago Council Boy Scouts of America, will give a ten-lesson course on Scout Organization, including Ten Devices and Demonstrations. This course is elective and is of

great value to the students who are preparing to be Directors and Teachers of Physical Education. The following is an outline of the course:

I. Introductory. The Need for Scout Work. Origin and Growth of Scouting. Knots and Splices. Daily Good Turns.

1. Knot Tying. Daily Good Turn Blanks to Use.

II. The Scout Oath and Law. History and use of the American Flag. Initiating the Tenderfoot.

2. Flag Salute. Marching Orders.

III. The Plan of Organization. Charting Troop, Patrol, Council, National and District Committees.

3. Charts Official Registration. Scout Game.

IV. Hikes and Outings. Who and what to take. The Plan and Purpose. Where. Map Making. Scout Compass. Star Observation.

4. Star maps. Nature observations. Cooking skits. Use of Compass.

V. Camp Fires. Friction fires. How to lay fires of various kinds. Quick cooking, slow, etc. Forest fires. Prevention. Fighting.

5. Friction fires.

VI. The Scout Equipment. Use and care of canteen. Regulations regarding purchase and use of uniform.

6. Proper use of knife and hatchet. The scout staff—

VII. Summer Camps. Tent pitching. Camp site. Sanitation. Cookery. Program. The Bugle Calls.

7. Tent pitching. Bugling.

VIII. Tracking, Trailing and Observation Work. Tracking signs, irons and devices. Animal tracks. Show window observation.

8. Tracking irons. Observation game.

IX. Ways of Community Service. Exhibitions. Guides. Signs, etc.

9. First Aid. Fireman's work.

X. Review. Records and blank forms.

10. Record forms to fill for enrolling and running a troop.

The Camp Fire Girls. If a sufficient number of young women students are interested, a course in Camp Fire Girls' Organization work will be given.

Special Playground Course

The following is an outline of the special two-year course for Playground Workers.

It is possible during the year 1915-16 that the work for the playground specialists will be in common with the work of Physical Directors.

However, if a sufficient number of the students are ready to specialize in playground work, the full course will be given this year beginning with the Fall Semester.

Conspectus of Course of Study—Two Years

FIRST YEAR.

First Semester	Hrs.	Second Semester	Hrs.
Playground I	2	Playground II	2
Child Study	1	Sociology: Introduction	1
Personal Hygiene	1	Psychology	2
Descriptive Anatomy	5	Physiology	2
Hist. and Phil. of Ed.....	4	First Aid	1
Expression I	3	Anatomy, Dissecting	2
Observation of Play.....	2	Swedish II (Theory)	1
Festivals and Pageants.....	1	Hist. and Lit. of Phys. Ed.....	3
Games, Folk and Singing	1	Expression II	2
Dancing I	2	Story Telling	1
Swedish I (Practical).....	3	Construction Work	1
Gen. Gymnastics	4	Games, Folk and Singing.....	1
Swimming	1	Dancing II	2
		Swedish II (Practical)	2
		Gen. Gymnastics	6
		Swimming or Wrestling	1
	30		30

SECOND YEAR.

Second Semester	Hrs.
Playground IV	2
Sociology III	3
Expression IV	4
Physiology of Exercise	2
Medical Gymnastics	2
Thesis, or Diseases of Eye, Ear Nose and Throat	2
Theory of T. Athletics.....	1
T. and F. Athletics (Prac.).....	2
School Gymnastics	2
Gen. Gymnastics	5
Dancing IV	2
Music	1
Practice Supervision II.....	2
	30

SECOND YEAR

First Semester	Hrs.
Playground III	2
Sociology II	3
Expression III	3
Systems of Phys. Ed.....	2
Sch. and Civ. Hygiene.....	2
Physics and Chemistry.....	2
Anthropometry	1
Dietetics	1
Team Games	2
School Gymnastics I.....	2
Gen. Gymnastics	6
Dancing III	2
Practice Supervision I.....	2
	30

Cultural-Recreative Course

Many parents are beginning to realize that it is just as important that their sons and daughters shall have healthy, vigorous bodies as well trained minds, and are demanding a course of study that shall meet both of these requirements. To meet this demand the College has inaugurated the Cultural-Recreative Course. The aim of this course will be to give the students general culture along intellectual and social lines, and at the same time lay special emphasis upon the improvement and development of their physical condition. Parents can readily see the great value of such a course in its effect on the future happiness and success of young men and women.

The physical part of this course is arranged to suit the physical condition of the student. The Gymnastic Work will be prescribed only after a thorough physical examination and it will be of such a character as to give the student the best possible physical development. The results of such a carefully selected course are most beneficial to those who are in imperfect physical condition.

In cases where it does not seem advisable for the student to enter the classes in gymnastics he or she will be advised to take the special corrective treatments and exercises which the college offers to students whose condition of health makes such treatments advisable. (See page 33 for terms for treatment.)

The Culture Course is elective and includes any study of the Normal Course for which the student is prepared and the following educational subjects; history, English literature, ancient and modern languages, economics, philosophy, mathematics, and the sciences. If any student desires to take some instruction in music as an elective in the Cultural-Recreative Course the College will arrange for such instruction at one of the Musical Colleges of Chicago and will give credit for the work in the course. Those who wish to specialize in Expression will be given the opportunity to do elective work in either Voice Culture or Public Speaking or both. If private lessons are given an extra charge will be made.

All elective courses are given on condition that there are not less than ten applicants.

The students who satisfactorily complete this course will be granted a diploma.

Extension Courses for Chicago Teachers

The subjects of this course will be accepted by the Chicago Normal College for promotional credits.

SUMMARY OF COURSES.

- COURSE I. PHYSICAL EDUCATION.
 - COURSE II. PLAYGROUND.
 - COURSE III. PHYSICAL EXAMINATION.
 - COURSE IV. HYGIENE.
 - COURSE V. EDUCATIONAL AND CORRECTIVE GYMNASTICS.
 - COURSE VI. PUBLIC SPEAKING.
 - COURSE VII. SEX HYGIENE AND EUGENICS.
-

COURSE I. PHYSICAL EDUCATION—54 HOURS.

Mr. Zarfos.

History, Literature, Systems, Principles. History and literature of Physical Education in its various aspects in ancient, mediaeval and modern countries. The Principles underlying different Systems of Physical Training; and their adaptability to modern conditions in schools, colleges, playgrounds, Y. M. and Y. W. C. A.'s, Social centers and other organizations. This course will enable the teacher to correlate the theory and practice of Physical Education.

COURSE II. PLAYGROUND—60 HOURS.

Mr. Rainwater.

Play and recreation. Fundamental principles. Analysis of historical theories of play. Origin, history, status and outlook of the playground movement. Playground Administration and Direction, including Principles and Methods in selecting and arranging the program of playground and recreation center activities, equipment, etc. Visits of local institutions.

COURSE III. PHYSICAL EXAMINATION—54 HOURS.

Dr. Kirby.

Anatomy, 30 hours; Physical Diagnosis, 12; Anthropometry, 12. The course of instruction in Anatomy is so arranged as to best suit the needs of the Physical Director. To successfully and scientifically direct physical exercise, through knowledge of the structure and function of the various parts of the human body is indispensable. The work is taken up in the most systematic and orderly fashion, thus enabling the student to permanently retain the knowledge gained. The structure and function of each part are considered together, thus impressing firmly upon the mind of the student anatomical facts, which, considered alone, would be uninteresting and without meaning.

COURSE IV. HYGIENE—54 HOURS.

Dr. Galatian.

Personal Hygiene. Taking up subjects, as care of eyes, teeth, nose and throat; sleeping, clothing, care of skin, hair, etc.; posture in sitting, standing, walking, daily living regimes as to work, study, recreation, mental habits, etc.

School Hygiene. Treating of the health of school children and teachers; proper methods of construction, lighting, heating, ventilating and furnishing of school buildings; treatment of mentally deficient children, malnutrition; diseases caused by school life; medical inspection, etc.

COURSE V. SWEDISH EDUCATIONAL AND CORRECTIVE GYMNASTICS—54 HOURS.

Mr. Carlstrom.

Educational Gymnastics. The basis and principles of the Swedish system of gymnastics will be discussed. Representative exercises from each subdivision of every "family" described and common errors pointed out. Theory and practice of commands. Day's order-writing.

Corrective Gymnastics. (Therapeutic or Medical Gymnastics.) Direct continuation of the above course. The standard exercises, active and passive will be taught. Special importance will be attached to exercises that correct or improve faulty carriage, spinal curvatures, infantile paralysis, flat-foot, etc.

COURSE VI. PUBLIC SPEAKING—54 HOURS.

Dr. Horton, Mrs. Fletcher.

A course in voice training and expression, preparatory exercises for muscular development; cultivation of mobility of vocal organs through inflection and volume. The study of the principles

of literary interpretation; interpretation of poetic masterpieces; study and scene work from Shakespeare's plays.

Preparation of addresses, word study, development of the memory. Extemporaneous speaking, the principles of argumentation and debate. A thorough course in Parliamentary Law.

COURSE VII. SEX HYGIENE AND EUGENICS— 54 HOURS.

Dr. Winfield Scott Hall, Dr. W. T. S. Culp,
Mrs. Mary E. Teats.

The course in Sex Hygiene and Eugenics will be conservative and in keeping with the best and most generally recognized standards on the subjects. All presentations will be refined and delicate and the arrangements of classes and instructions will be such as to meet the approval of the most critical.

The course includes:

Genetics: Reproduction, Heredity.

Applied Eugenics and Euthenics: Human conservation.

Negative Eugenics: Race impairments. The state and the unfit.

Any one of the courses offered is equivalent to a major credit. Tuition for one major, \$15.00.

All courses announced will be offered provided a sufficient number elect any particular course.

Students often find it both pleasant and profitable to combine with one of the theory courses for which promotional credits are allowed some one of the many practical courses, although, of course, promotional credits are not allowed for practical work.

Instruction in the extension courses will be given after school hours and on Saturdays.

Summer Session

July 1st to Aug. 5th, 1915

The purpose of the Summer School is to provide an opportunity for special work to meet the needs of those who are giving a part, or all of their time, to various phases of Physical Education; and also to afford an opportunity for teachers of other subjects in education to engage in a pleasant and healthful summer of recreation, and at the same time acquire some knowledge of Physical Education. Special effort will be made to meet the needs of Physical Directors and Playground Workers.

PHYSICAL DIRECTORS will have an opportunity to broaden the scope of their work and to keep abreast with the trend of modern Physical Education. They will also be afforded an opportunity for a thorough review.

PLAYGROUND SUPERVISORS AND PLAYLEADERS will have instruction in the organization, equipment and administration of various playground activities. A valuable opportunity will also be given to study the work of the Chicago Playground System.

ALSO MEMBERS OF THE GENERAL TEACHING PROFESSION, especially those who are teaching in schools where there is no department of Physical Education, will be given a training that will prepare them to better meet the requirements of modern education. Folk dances, games, and physical exercises will furnish them abundant material to give zest and variety to the work in the school room, as well as a more symmetrical development to the boys and girls under their instruction.

FACULTY. The instruction will be given by a strong Faculty, many of them men and women of national reputation in their particular departments.

CREDIT CERTIFICATES. Students of the Summer School will receive certificates of attendance and of work satisfactorily performed.

Credit for work completed will be given toward the regular course in the American College of Physical Education.

Write for special bulletin of the Summer Session, American College of Physical Education, Grand Boulevard and Forty-second Street.

Summer Session, 1916, June 28th to Aug. 4th

Faculty of the Summer Session

F. A. GOODRICH, A.M., D.D., Honorary President. Lecturer on General Education.

MOREY A. WOOD, B.S. (M.E.), President. Lecturer on Organization and Management.

DR. J. F. HORTON, Dean. Instructor in Public Speaking.

L. NORMAN ZARFOS, Pd.B. Director of American College of Physical Education. Lecturer on Theory and Practice of Physical Education.

CLARENCE F. RAINWATER, A.M. Head of Department for Playground Workers, American College of Physical Education. Director Hamilton Park Playgrounds, South Parks, Chicago. Director of Playground Department, Chicago University. Instructor in Playground Work.

JOSEPH CERMAK. Director of Physical Education, Medill High School, Chicago. Instructor American College of Physical Education. Instructor in Special Exhibition Drills, Indian Clubs, Free Exercises, and Fancy Steps.

FRANK GERLICH. Director of Physical Education, Waller High School, Chicago. Instructor American College Physical Education. Instructor in Fencing and School Gymnastics.

MISS GLADYS PRICE. Teacher of Dancing Leonard Willson School of Music and Expression, Chicago. Instructor American College Physical Education. Instructor in Gymnastic, Athletic and Folk Dancing.

ALICE A. BALLARD. Department of Physical Education, Chicago Normal College. Instructor in Aesthetic Dancing.

COLIN R. McKENZIE, M.D. Instructor American College Physical Education. Instructor in First Aid Physical Diagnosis.

ROBERT C. ZUPPKE. Foot Ball Coach, University of Illinois. Instructor in Foot Ball.

H. O. PAGE, B. S. Coach, Chicago University. Graduate Chicago University 1910. Instructor in Track and Field Athletics and Basket Ball.

GEORGE E. KIRBY, M. D. Instructor in Anatomy and Physiology, American College of Physical Education. Instructor in Anatomy and Physiology, Jenner Medical College, Chicago. Lecturer on Anatomy.

FRANK PAUL. Physical Director, Pilsen Sokols, Chicago. Instructor American College of Physical Education. Instructor in Apparatus Work.

SIGURD SAMPSON, D.P. Instructor American College of Physical Education. Instructor in Massage, Anthropometry and Psychology of Coaching.

MISS BLANCHE EAMES. Instructor American College of Physical Education. Lecturer on Eugenics.

JESSIE N. FLETCHER, B.O. Instructor in Department of Expression, American College of Physical Education. Instructor in Voice Building and Vocal Expression.

H. J. FAUSEL. Instructor Physical Education, Public Schools, Chicago. Instructor in Soccer Foot Ball and Hockey.

EARL ROUNDS, D.P. Instructor in Boxing and Wrestling, American College of Physical Education.

LEROY SAMSE. Instructor of Physical Education, Public Schools, Chicago. Instructor in Advanced Tumbling and Games.

CHARLES J. PROHASKA. Instructor of Physical Education, Public Schools, Chicago. Instructor in Swimming and Apparatus Work.

MISS MYRTLE BIHL. Instructor American College of Physical Education. Instructor in Swimming for Women, and Tennis.

MISS LIBERTY ROESLER. American College of Physical Education. Instructor in Aesthetic Dancing and Apparatus for Women.

Requirements for Admission

Students may enter the regular college course of the American College who have good health and are physically able to meet the requirements of the work, and present a recommendation of good moral character. They must have completed a four years' high school or equivalent course or pass entrance examination on approved high school subjects.

Students not possessing the above qualifications may be enrolled as SPECIAL STUDENTS at the discretion of the Faculty under the following conditions:

1. They may pursue a part of the course and at the completion of any school year such students are entitled to a certificate for work which they have accomplished.

2. They may pursue the whole course of study, and at the end receive a certificate of the work accomplished, but will not receive the diploma of the course until they have made up the deficiencies in the entrance requirements.

EXTENSION COURSES are offered to teachers after school hours and on Saturdays. Schedule furnished on application.

Co-Educational

This College is open to students of both sexes. There is just as great a field for usefulness in Physical Education for women as for men.

Admission to Advanced Standing

Students who present certificates of standing from approved colleges or universities, or other schools of Physical Education in good standing will receive credit in so far as it covers the work and meets the requirements of this college.

Requirements for Graduation

Candidates for diploma must attain an average grade not lower than 75 on the various subjects of the two-year course. Normal diplomas will be granted only to those students who have demonstrated their fitness as teacher or director of Physical Education, and who have at least attended the College for the senior year.

General Information

Tuition

Tuition for the full course, \$150 per year; payable \$85 at the beginning of the first semester, and \$65 at the beginning of the second, or \$145 if the year's tuition is paid in advance.

Tuition for Practice Course or Theory Course only \$100 per year; payable \$60 at the beginning of the first semester and \$40 at the beginning of the second semester.

Terms for special treatment in Corrective Gymnastics, \$2.00 per treatment.

No refund is made on tuition.

A medical examination is given all students on entrance. A trained nurse assists in examination of girls. No extra charge is made for examination.

BOARD AND ROOM.

Furnished rooms can be rented within a block or two of the College at from \$2.50 to \$3 per week and upwards. When students room together the rate would be from \$1.25 to \$2.50 each. A list of rooms is kept at the Registrar's office, and the students will be assisted in obtaining suitable rooms and board.

There are excellent restaurants and lunch rooms within a block and a half of the College. Many students prefer to prepare one or more meals in their rooms, and are able to reduce their board to an average of \$2.75 a week.

YOUNG WOMEN DORMITORY.

The College has a very desirable dormitory for young women students. It is located within a block of the college building. The rooms are large, airy and comfortably furnished and equipped with modern conveniences. Parents will find here a real home for their daughters where the best of influences will obtain and whose environment will be conducive to the health and happiness of the students. It is expected that young women students from out of town will live at the dormitory.

The price of rooms ranges from \$1.50 a week upwards, according to size and location. While board will not be furnished at the dormitory, students will be granted kitchen privileges, and will in this way be able to greatly reduce their board expense.

SUMMARY OF EXPENSES.

The average expense of a student attending the College varies from \$350 to \$450 per year. This includes tuition (\$150), board and room (\$150 to \$250), books and gymnasium costumes, and other incidentals, \$50. This estimate does not include personal expenses.

Gymnasium Costume

Gymnasium Costume consists of a one-piece suit, black shoes and stockings, for girls; and half-sleeve shirts, long blue trousers and black shoes for the men. Costumes must be purchased here in order to secure uniformity.

Appointment Bureau

The purpose of this bureau is to aid the graduates of the College in securing positions. While we do not guarantee positions to our students, the demand for well equipped teachers of Physical Education is so great that we have no difficulty in placing all of our competent graduates in satisfactory positions.

Practice Teaching

A registry of students who desire practice teaching during the year is kept. In this way we are able to supply institutions of the city with teachers and at the same time give the students an opportunity to gain valuable experience.

The Bureau will keep a registry of all its graduate students who are teaching and will inform them of any available positions.

The service of the Appointment Bureau is free to all students.

Opportunities in Field of Physical Education

OPPORTUNITIES FOR PHYSICAL DIRECTORS. The field for Physical Training teachers is a large and rapidly increasing one. The demand already far exceeds the supply. In no other profession are there so many positions awaiting men and women. There is a great need for thoroughly trained teachers who have both a scientific knowledge and a practical experience. Such teachers, as a rule, receive higher salaries, and there are more high salaried positions than can be filled with well trained men and women. This is due to the fact that an increasing number of public schools of the towns and cities of the country are making Physical Training a regular feature of their curriculum.

Public Schools, Colleges, Universities, Young Men's Christian Associations, Young Women's Christian Associations, Boys' Clubs, Girls' Clubs, Athletic Clubs, Municipal Gymnasiums, Manufacturing Establishments, Department Stores, Reformatories, Industrial and Social Unions, Military Posts, Private Gymnasiums, and many other institutions are calling for well equipped directors of Physical Education.

Church organizations are establishing Physical Culture Clubs and Social Centers and are looking for men and women who have a thorough preparation in all phases of physical education to take charge of the work. This one field of activity alone will increase the demand for teachers of Physical Education.

THE DEMAND FOR PLAYGROUND SUPERVISORS AND LEADERS. The Playground idea is spreading all over the country and it is stated on good authority that if the present

rate of increase continues that within the next three or four years there will be well organized playgrounds in every city with a population of five thousand or more.

Moreover, this movement has widened in contents and scope since its inception two decades ago. Today, in addition to physical interest it contains many departments of social, civic and educational activities. And whereas formerly only a few cities provided facilities for public recreation, today many hundreds of communities in the United States, alone, possess centers of play and recreation. A national organization of propagandism also has been formed and thousands of young men and women are enjoying, in the administration of play, a professional career as well as the satisfaction of having contributed to the happiness of the world.

This is another field of physical education in which the demand for well equipped workers is far greater than the supply. Salaries are increasing as well as the opportunities for good positions.

Student Organizations

ATHLETIC ASSOCIATION. There are two Athletic Associations, one for the boys, and one for the girls.

These Associations assisted by the Director of the College, conduct inter-class contests in Basketball, Track and Field, Gymnastics, Swimming, Wrestling and other sports.

The College competed with outside schools in Basketball, and expects to have outside competition in gymnastics, swimming, wrestling, fencing, and track and field this year.

Class numerals and letters are awarded for athletic merit.

The athletic activities of the large universities in and about Chicago furnish exceptional opportunities for observation to students interested in athletics.

LITERARY SOCIETY. The student body maintains a fine Literary Society. Weekly meetings are held, and excellent programs rendered. Opportunity is afforded every member of the society to take part in some form of literary expression. Debates, dramas, recitations, essays, in fact, every phase of literary society work is represented.

ORCHESTRA. The College has a fine orchestra, composed of members of the student body. It is under the direction and training of a capable leader and furnishes music for all College occasions.

GRAND COUNCIL. One of the most important factors of the organization of the College is that which is known as the Grand Council. This Council is composed of the President, Dean, the Director of the College, and one other member of the Faculty, and also the Presidents of the various classes and the President of the student body.

This arrangement gives an equal and general representation to both the Faculty and the students. It is the function of this Council to take up for discussion all questions which should properly be dealt with in a meeting of Faculty and students.

YOUNG WOMEN'S CHRISTIAN LEAGUE holds weekly religious services for the girls and contributes in many ways to the social life of the College. It has a Social Service Committee whose special work is to meet young lady students when they arrive in the city and welcome them to the School.

Scholarships and Prizes

Beginning with the students who enter in September, 1915, the American College of Physical Education will offer a special scholarship with free tuition for the Senior year in the American College of Physical Education. One of these scholarships will be offered each semester and awarded by vote of the Faculty to the student completing Junior year who has excelled in general scholarship and practice work. The question of general attitude and loyalty to the College and the ambitions of the candidate to carry out the ideals of the Institution will be considered a factor in deciding upon the awarding of these scholarships. Only regular students are eligible for this scholarship.

Gold Medals for Theory and Practical Work will be awarded each graduating term. Deportment, attendance, examinations, and personality will be the factors considered in making the award. Students completing the course in less than the prescribed time are not eligible.

For application blanks and further particulars, address

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UNIVERSITY OF ILLINOIS-URBANA



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